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ABSTRACT

The two-part report surveys tutor training in several European countries, particularly England and France, and presents a typology of adult educators. The first part deals with introductory considerations concerning tutor training in three sections: present state of tutor training in Europe, which discusses types of tutor training and general trends and the main features of tutor training; aims and methods of tutor training, which discusses the main goals and the elements of a methodology of tutor training; and an example of the organization of material into training units, which presents a 16-unit adult education tutor training scheme organized around the training situation. The second part of the document analyzes the constituents of a system for the continuing education of adults. Part 2 covers in turn: trends and perspectives in continuing education for adults, the education and teaching function, and animation and intervention function, the information function, the research and tutor training function, the administration function, the organization function, and the management function. (JR)

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THE TUTOR

Introductory considerations concerning
tutor training

A TYPOLOGY OF ADULT EDUCATORS

Analysis of the constituents of a system
for the continuing education for adults

by J J Scheffknecht

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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In educational matters, the aim of the Council for Cultural Co-operation (CCC) is to help to create conditions in which the right educational opportunities are available to young Europeans whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalisation of the complex educational process. Attention is paid to all influences bearing on the acquisition of knowledge, from home, television to advanced research; from the organisation of youth centres to the improvement of teacher training. The countries concerned will thereby be able to benefit from the experience of their neighbours in the planning and reform of structures, curricula and methods in all branches of education.

Since 1963 the CCC has been publishing, in English and French, a series of works of general interest entitled "Education in Europe", which records the results of expert studies and intergovernmental investigations conducted within the framework of its programme. A list of these publications will be found at the end of the volume.

Some of the volumes in this series have been published in French by Armand Colin of Paris and in English by Harrap of London.

These works are being supplemented by a series of "companion volumes" of a more specialised nature to which the present study belongs.

General Editor:

The Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg (France).

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PREFACE

The Committee for Out-of-School Education and Cultural Development of the Council for Cultural Co-operation set up in 1971 an international Group of Experts to examine the typology, functions and status of workers engaged in the education of adults, and to chart guidelines for development. The following papers were commissioned on the recommendation of this group, and they have been welcomed by it as representative of leading opinion and advanced practice in a number of member countries.

PART ONE

THE TUTOR

Introductory considerations concerning tutor training

INTRODUCTION

This short (1) study was commissioned by the Council of Europe (2).

It is part of a larger project, on adult education in Europe, and its particular purpose was to present an outline programme for the training of tutors, following an enquiry into the present state of such training in Europe.

As this was a rather ambitious goal, I will begin by defining the limits I have set.

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There is not enough information available on the present state of tutor training in Europe to provide more than a very general picture: no exact figures can be given.

Any assessment of the future of this kind of training must be based on prior analysis of developments in adult education. Such a study is now being made by the Council of Europe, and an examination of the effects those developments will have upon tutor training must await its completion.

With regard to the outline programme, I have adopted the following approach:

Tutor training is still in its infancy, uncertain of its direction and all too often powerfully conditioned by educational tradition.

Rather than enumerate too readily what knowledge such training should involve, I have preferred to look first at the general aims, and then the main methodological features, of tutor training. These are prerequisites which will determine subsequent choices of course material and teaching strategy.

As regards the former, I have tried to draw up an organisational outline aiming at coherence rather than completeness.

I have adopted the term tutor to designate anyone concerned with the education of adults.

This is entirely arbitrary, as none of the terms now in use is satisfactory. I understand adult education or training to mean any systematic educational activity engaged in by adults.

Lastly, I have not grouped tutors into categories, although by so doing I could have described different types of training in terms of different kinds of tutor. This remains to be done, of course, with special reference to the new educational professions which will emerge in the course of the transformation that is to come in the entire educational system.

For the purposes of this study, however, I have decided to consider only the general aspects of the tutor's work.

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(1) Limited to 10, 000 words.

(2) This study has been published in 1971 with the reference CCC/EES (71) 29.

I. PRESENT STATE OF TUTOR TRAINING IN EUROPE (1971)

1. PRELIMINARY REMARKS:

1.1 These observations on the present state of tutor training in Europe are based on a summary survey carried out among the chief training establishments of which we have knowledge and on my personal acquaintance with some of them.

The value of my statements is accordingly very relative, particularly as I shall be forced to confine myself to such general considerations that the original features of some schemes and sometimes little-known innovations may be distorted.

The present state of tutor training in Europe is a direct reflection of the state of adult education itself and, at one remove, of the socio-economic conditions on which the latter depends. It is the coming transformations of these conditions which will inevitably settle the status, role and training of tutors in the next few years.

Countries differ, to be sure, but setting quantitative considerations aside, the differences are seen to be less than one might suppose; the same currents, however differently composed, are moving in every country.

1.2 Before attempting to divide tutor training into categories, it must first be observed that few tutors receive any specific training at all.

The chief causes for this, and probable future developments, are as follows:

- On the whole, very little professional status attaches to this work, for few people yet engage in adult education on a full-time basis and, of those who do, a large number are occupied with administrative problems.

  This situation is destined to change rapidly; it would be an error to suppose that adult education will develop at anything like the same rate as other types of education. In Europe, it will move abruptly, with little transition, from its present state of under-development to that of a highly developed profession.

  In France, for example, the vocational training agreements just concluded between the trade unions and management will alone necessitate an estimated 4,000 or more full-time tutors in the next three years, as well as 40,000 part-time tutors. But at the moment, facilities for training them are virtually non-existent.

- In the past, training standards have been fairly low. The growing numbers now pursuing adult education will bring about a considerable increase in its cost, however, and people will then ask whether the investment is paying off, that is to say whether the training being offered, of which one element is the tutor, is effective. Tutor training will have to satisfy increasingly high requirements.

- The need for special training is by no means obvious to all tutors.

  "Training" is still generally confused with "teaching"; so long as the tutor is competent in a particular academic subject the point of giving him special training is not readily seen.

- There are few opportunities for training. With a few rare exceptions, such as in England, universities have hitherto played little or no part in this field.

  Training has been, and still is, found mainly in adult education associations, which have nearly always led the way in the field of tutor training; but for want of resources the opportunities even there are few, and restricted chiefly to members. The alternative is privately run schools, which are very expensive, especially when one considers the present status of most tutors.

The highly schematised portrait of tutor training presented hereafter obviously reflects this situation, and so cannot show the determination, prompted by increasing demand, of the great majority of adult education authorities today to expand such training and the corresponding theory and research very considerably.

The decade now beginning will see a rise in activity in these fields.

This growth will have its roots in today's situation, however, and impartial and constructive criticism of present practices may help to prevent the tutor training of the future from being imprisoned in the past.

2. TYPES OF TUTOR TRAINING AND GENERAL TRENDS

The various training possibilities have been grouped under four headings:

2.1 Information sessions and seminars:

These consist chiefly of lectures or talks followed by discussion; they are often held during weekends. Subjects are general (the history and aims of adult education, the characteristics, and needs of adult audiences) or in the nature of recipes (how to lead discussions, how to approach adults, how to use teaching aids).

2.2 Training seminars:

These are often residential, seldom lasting more than a week or two at most, and often occupying a long weekend.

They may also take place during school holidays, and it is not uncommon for them to be held in a capital city or near a holiday centre, presumably in deference to tutors' motivations.

Topics discussed on these occasions vary widely, but are most often highly specific and unrelated: group dynamics, interviewing, conduct of meetings, programmed teaching, audio-visual media, analysis of needs, active teaching methods etc.

They may also be arranged by associations, in which case they may give a prominent place to exchanges of experience alternating with lecture-discussions on an extremely wide range of topics. Questions relating to the associations' politics are also discussed.

2.3 Tutor training courses:

These are full-time courses lasting 6-12 weeks, providing "complete" training; the accent is still on theory, however. Those already engaged in adult education frequently attend these courses, which give them their first systematic training.

A variant is the sandwich course covering a relatively long period of time, with occasional recourse to self-teaching methods.

It is my impression that these courses have reached very few people as yet, but are destined to expand greatly.

This is the type of training that will become widespread in the coming years; it forms a transition to longer-term tutor training.

2.4 Long-term full-time or sandwich courses:

This involves from one to two years of training. As yet there are very few such courses. Their chief characteristic is the recognition of adult education as a separate field requiring a distinct type of training. They are being developed in countries in which the number of adults receiving instruction is large enough to warrant full-time administrative and teaching staff.

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In this instance training is at university or equivalent level and leads to a diploma.

We will look more closely at this type of training, by way of approach to a fuller definition of the two major trends now emerging in tutor training, and hence in adult education itself.

One type of training "turns out" adult educators, the other agents of change. In the two cases the nature and purpose of adult education - the type of system to be set up and the job of the tutor - are approached very differently.

2.5 The tutor as adult educator or tutor teacher:

The classroom or group being taught remains the focal point of this approach, and the overall aim is still the transmission of knowledge by a person qualified in a particular subject. Its object is academic rather than educational in the wider sense.

Here we are back in the familiar world of instruction, but adapted to an adult public.

Tutor training is hence limited in scope, concentrating on the communication of specific material in the clearest possible manner and offering suggestions on how to bring adults to "participate" in their education, if necessary.

When much attention is given to theory in this training, as is the case in some departments of adult education in English universities, the real object is to extend knowledge rather than to train practitioners (1).

This type of training remains predominantly informative and theoretical; observation or practical exercises serve to illustrate theory, rather than directly to provide practical teaching skill although tutors may be able to benefit from them.

This is indeed a form of vocational training, but it tends to produce people qualified in research and theory relating to adult education and is only accessorily, in my opinion, a training of tutors.

2.6 The tutor as agent of change or tutor trainer:

The second approach is based on these considerations:

2.6.1 Educational and cultural growth is often impeded by social structures in a particular situation, and the development of education depends on the evolution or transformation of those structures.

If the tutor cares about the results of his work, he must look at the various hindrances to education - some connected with the individual being trained and some with the individual's social background.

The tutor will then seek either to intervene in the social context in which he performs his educational work or else use that context for educational purposes.

Those working in community development schemes, socio-educational work, group training or institutional teaching projects also "intervene" in that, through a specific educational process, they influence the relationship between an individual and his social background.

This work demands complex preparation designed to equip the tutor to handle the problems of individual development in the context of social change.

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(1) "The object of the year's work is to enable students to extend their knowledge and understanding of the ideas fundamental to their particular areas of professional interest."

2.6.2 The second consideration is that adult education is first and foremost the problem of adults, not of the teachers or educational apparatus.

It should therefore be the aim of any adult education scheme to assist the adult to assume and exercise this responsibility.

Tutors will not, in consequence, be chosen primarily for their knowledge and intellectual powers but for their ability to form human relationship, arouse interest, think critically and keep their efforts constantly under review.

They will be expected to facilitate learning by helping to remove the various impediments it encounters (mental, emotional, methodological, social, etc).

A tutor trainer working in this way will as far as possible be relieved of the task of transmitting information so that he can devote his time to furthering the comprehension and application of what is learned and, beyond that, the development of the individual. The emphasis in his training will be on method.

This approach is admittedly the less common of the two; it is more readily adopted in a context exempt from the structures of the traditional school, such as community development or socio-educational projects.

It is important to point out that national frontiers have absolutely nothing to do with this divergence in types of training; it is more a matter of the policies adopted, for various reasons, within each country.

Now let us look more closely at the general features of the tutor training provided in Europe today.

3. MAIN FEATURES OF TUTOR TRAINING

3.1 Training and information

It is hard to speak of training in connection with most of the work done today.

That is because what is offered occurs chiefly through speech, and leaves tutors' practice unchanged. We find most of the features of instruction, punctuated by "discussions" which are often no more than disorganised exchanges having no directed educational purpose.

There is one major drawback in this approach; it gives students the illusion that they are being trained. They then return to their former methods and reproduce them unaltered. Only one thing is different: the way they talk about them.

3.2 Partial training

Training, to my way of thinking, means that the overall teaching policy pursued results in improved educational practice; that is, the tutors are directly involved in the production and exploitation of their knowledge.

The training provided now is nearly always partial. Tutors acquire a training in one isolated aspect of educational practice: in group work, say, or group dynamics, active methods, etc.

The results of such partial training may be several:

- If it is applied in a severely controlled setting, any innovation venturing too far from the accepted or imposed norms will be rejected. The setting is often the national educational system.

- In a more permissive framework, on the other hand:

  Previous practise remains unchanged as a whole, although it may be improved in <u>one particular</u>, often a technical one.

  The tutor tries out all that he has learned during training. He seeks to innovate. This often gives birth to experiments in non-directive methods for example - and these have a tendency to return very quickly to "normal".

The limitations of mere training here appear very clearly. It is not enough to train the tutors: they must be able to apply what they have learned.

3.3 <u>Tutor training and educational systems</u>:

It is not enough for the training in itself to meet all the conditions necessary to make it effective: if it cannot carry over into practice, its fruits droop and die. This is true of any form of training.

The environment in which the tutor operates must accordingly enable him to apply his training. The more bureaucratic and centralised the system under which he works, the less innovation will it tolerate.

This explains why virtually all teaching innovations have come from marginal institutions or systems, eg Freinet's experiments.

One conclusion from this last observation is that tutor training has greater chances of effectiveness when given <u>within</u> the educational institution and with reference to its structure and operation. That is the aim of <u>socio-educational intervention</u>.

3.4 <u>Tutor training and theory of adult education</u>:

The elaboration of theory in relation to adult education is not very far advanced. A close look at the substance of tutor training shows that it is chiefly composed either of empirical formulae and the accumulated experience of tutors or of borrowings from various university disciplines.

This gives a training which remains either very close to anecdote and recipe or else highly theoretical.

Its distinguishing feature is that it is composed of a jumble of heteroclite, often contradictory, answers tacked on to a question for which they were never intended. The result is a <u>piecemeal form of training</u>.

Few are the countries in which adult education is regarded as a specific field of study, one which makes it necessary to restructure many areas of knowledge or which is itself capable of producing new knowledge. Few universities have created chairs of "andragogy", a concept which is yet but little recognised.

Elsewhere, the talk of "educational sciences" shows an interdisciplinary approach in which adult education is simply a meeting place, an exercise ground, for a variety of disciplines.

Adult education is a social process and it is true that it stands at the crossroads of many subjects; but it is equally true that it has a specific goal for which it is necessary to produce a special body of knowledge.

This leads us to affirm that any theory not produced directly by or in close association with the tutors themselves will not bring us much further forward educationally.

The result is a major task for tutor training, since it is the tutors who must also take responsibility for producing the body of theory.

3.5 Training establishments:

These are responsible for making known the aim of the education, and they have considerable influence upon its orientation. Their main features obviously reflect those already mentioned.

There are few such places; they are run by staffs composed either of the "grand old men" of adult education, whose aims have a political (or administrative) slant and whose training was workaday experience and militancy, or of research workers, often young, graduates of social science departments and anxious to give a scientific twist to adult education. These are in many cases less interested in the actual development of adult education than in the academic capital they can make out of it (thesis and publications).

These establishments are going to become rapidly more varied and numerous. They should be responsible for co-ordinating theory and for tutor training, but they should also continue as adult education centres, with a wide range of activities. Otherwise, they will eventually turn into schools, and this is the risk they run by being attached to universities.

In any case, the area in which investment is most urgently required and in which it will make the most difference is the training of those who train tutors.

3.6 Tutors' attitudes towards their training:

Adult education tutors undergoing the various degrees of training display genuinely dynamic demand. The great majority are confronted by problems which they have not been prepared to solve, they are stimulated by the increasing demands of an adult public which is less docile than pupils in the schools (although there have been some changes there, too!), and they are drawn to the social sciences; they quickly become very active in their attitude towards their own training, especially when they are working in an open environment; they then expect their training to help to solve concrete problems, otherwise they see no point in it. Those working in a more academic setting show least interest in training.

In passing I should like to point out two consequences of this situation:

- Teachers who have to divide their time between children and adult publics tend to keep the working style acquired in the most restrictive system, ie the school, and to place or keep adult education in a school context.

- The educational system is about to be totally transformed. The practice of teaching will tend to give place to a diversity of educational functions.

  There will then be a very serious problem to face: the retraining of those who are teaching now.

Decisions regarding tutor training policy must take this into account, and guard against training people who the moment their training is over will need to be retrained.

The training instituted in France, for diplôme d'animateur socio-éducatif, would seem to be a step in the right direction.

Adult education is emerging from its prehistory to become, almost without transition, an integral part of the overall educational system.

One of the many problems involved in this transformation is that of tutor training: what tutors, to teach what and to whom?

All these problems involve political decisions.

In the following sections I shall state my own views in regard to the chief characteristics of the training process, looking at some of the technical effects which the decisions taken will have on the very concrete business of training tutors.

I shall do this in the broad general context of the preparation of tutors as agents of change.

II. AIMS AND METHODS OF TUTOR TRAINING

After this very general outline of the present state of tutor training in Europe, let us see what, in my opinion at least, the dominant features of such training should be.

First I will consider the general aims of training then the methods appropriate to them.

In the third section I shall touch upon the very complicated question of the organisation of training subject matter.

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Underlying all tutor training is a demand by the adult public for instruction, or a social demand.

To train tutors means to enable them to give help, to give them access to ways of overcoming the problems other people experience in learning.

It means enabling them to do this as an occupation.

1.1 The main goals of tutor training

1.1.1 Training should prepare people to work as tutors

To be a tutor means to know a particular job, which is learned, like any other job, according to its own rules.

Any approach which proposes a solution in terms of a teaching "art", or a natural teaching "gift" requiring only to be "cultivated", is therefore challenged, as is the even more objectionable appeal to a "vocation". Personality factors are not unimportant, of course; indeed, we shall see that they are an essential and decisive teaching instrument. But like other factors, they are open to professional training.

Even if it does not admit it or preaches the contrary most current practice in fact adheres to this principle.

1.1.2 It should be professional

This does not mean that it should be simply "pedagogical" training, considered "professional", tacked on to "basic" training considered "general".

I should like to give an example of training to show that such distinctions are arbitrary and derive from divisons which have nothing to do with educational problems.

Tutor training is an overall preparation for the performance of specific professional tasks, which also fosters personal development.

It is by becoming aware of this possibility through their own training that tutors can attempt to make something possible for others.

1.1.3 It should lead to well-thought-out practice

The tutor is above all a practitioner with a definite job to perform, designed to facilitate a wide range of learning in a specific social context with a view to use.

It is very rare, I have observed, for training to pursue this aim specifically; discourses on training are the rule.

1.1.4 It should be a social commitment, and the tutor an agent of change. Teaching can never be neutral, so the tutor will be an agent either of conservation of of change.

The social context (the school and its surrounding environment) plays a decisive part during the learning process.

Tutors must accordingly be ready to give specific attention to this aspect in their current practice.

Every tutor is consciously or unconsciously the agent of a political aim.

1.1.5 It should open the way to educational innovation

Tutors need to be trained to conceive ideas, rather than merely to carry out the ideas of others; by that I mean that adult education is about to, and must, enter upon an evolutionary phase.

This being so, tutors must be able to question present structures and practices and work out something to replace them. This will only be possible if training lays considerable emphasis on innovation and experimentation and also on criticism.

1.1.6 It should prepare the way for permanent training

As well as direct teaching, the tutor must be capable of training other tutors of "propagating" his own training.

Considering the growing number of people involved, in various ways, in teaching and training, it is clear that they could not all be given a systematic training if only the specialised establishments offered it. (The principle will become general, moreover: everyone will be required to pass on part of the training he has received.)

Similarly, tutors should be capable of devising learning systems and strategies which make permanent training possible.

1.1.7 It should lead to active research and educational experimentation

These are essential, particularly with reference to the need for training of tutors, to be achieved partly by means of these same activities.

Research and experimentation are also necessary in order to avoid the theory-practice schism, which would greatly impede the development of new educational methods.

1.1.8 It should lead to a methodology of personal development

All forms of education should be capable of being viewed as a process leading to the development of the whole person, without singling out any of its varied aspects. The separate types of teaching which result from the schisms between general, vocational and liberal educations, for instance, should be reconsidered. The education of an individual must not be restricted by such distinctions, which are accentuated by the specialisation they produce in the teaching profession and the school system.

Teaching should be the result of any demand for some specific instruction, and should meet that demand without becoming confined within it; every opportunity for teaching should be an opportunity for personal development.

There are indeed serious obstacles to this approach; they are connected with division of labour so cannot be brushed aside.

Nevertheless, training can tackle some of the difficulties, such as the unpreparedness of tutors to give technical expression to such aims.

1.1.9 It should lay the foundations for redeployment of tutors

One of the problems of tutor training is that it must at one and the same time train people to work under the present educational system and also prepare them for new practices and types of work, in other words for change in the nature of the educational process.

They must also be prepared for change to a different type of work. The nature of teaching, the constraints it places upon tutors, the need for mobility and constant adjustment to new situations and audiences will in adult education be such that people are unlikely to be able to remain in this job throughout their working lives. Tutor training should bear this in mind from the outset.

2.2 Elements of a methodology for tutor training

The main task facing those responsible for tutor training is to devise a method of training which will enable the tutors to achieve the aims attaching to their job.

I have said that in my opinion relatively little real tutor training is taking place at present. The reason for this is that, from the very beginning, there is no link between the goals of training and the teaching arrangements made to achieve them: in other words, the fundamental laws of apprenticeship are rarely observed.

The aspects of methodology discussed hereafter are conceived strictly in terms of the aims listed above.

2.2.1 Tutors at work have an observable tendency to reproduce their training exactly as it took place. The first principle of methodology we derive from this, therefore, is that their training should resemble what we want adult education to be.

First of all, tutors reproduce the structure of their training, its implicit model, instead of doing what they were advised to do.

An important consequence of this is that tutor training should itself be a process of adult education in which all the principles of this type of education receive concrete application.

In other words, the tutor himself receives tuition, and his criticism of the situation in which he finds himself forms the basis of his training as a tutor.

To use an image, I would say that tutor training should be "two-track", entailing simultaneously direct involvement in learning and detached criticism of that learning.

In view of the complexity and importance of the process, I do not conceive of tutor training otherwise than as directed by a plural leadership, in other words by a training group or team.

2.2.2 Without this, training becomes conditioning.

This happens whenever theory and practice are dissociated even if they alternate with each other and are not a response to the analytical process described.

There must be detachment from the trainer, the group being trained and the institutional framework of the training. This detachment must highlight all the phenomena at work in the training situation, and must do so, let me repeat, from a standpoint of direct personal involvement.

This amounts to saying that the group being trained takes itself as its subject of study; its training process becomes its centre of interest.

The same process of analysis should be applied to the social context in which the tutor will subsequently be working: this can be achieved by direct involvement (diagnosis courses) or, failing that, by simulation. Institution analysis will be used here, with the training staff playing the part of analysts.

2.2.3 If we say that tutor training is first and foremost a matter of well-thought-out practice, this means that in our approach the tutor is not simply a word, an intermediary between knowledge and "pupils". Whether he likes it or not, his entire personality is a decisive educational instrument. The practice, for him, consists essentially in knowing how to master that instrument so that he can use it in achieving specific educational goals.

All knowledge imparted, all methods inculcated, all alternations of theory and practice are secondary to this approach, without which, in my opinion, there can be no tutor training.

2.2.4 This leads to another methodological consideration: tutor training should be a process of production, in which the trainees produce their own learning.

Such an approach is a change from the conventional organisation of a teaching group around the master-pupil relationship.

Those being trained organise themselves to have direct access to knowledge as far as possible. They no longer wait passively for it to be conveyed to them by the "master" in an unfamiliar form.

Their active role is continually to define and redefine the aims, content, methods and rhythm of training. In so doing, they will draw on numerous sources of information, including the teacher.

This approach attaches great importance to reciprocal education, by which the entire group benefits from the individual knowledge and skills of each member, and individual experiences are critically compared.

This is only possible when accompanied by a system of continuous self-assessment.

The role of the training staff here is to provide technical assistance.

The grave error of thinking that it is possible to teach something to someone will be systematically demonstrated. Bringing and conveying knowledge do nothing to solve the problem of learning. All they do is make information available; its acquisition is the work of a person learning at his own speed, with his own difficulties. It is not the teacher's work.

2.2.5 To train tutors means to enable them to construct a coherent and independent teaching plan, on which they can base individual teaching activities which will in turn nourish and modify the original plan.

One of the main objects of the next section is to make such a plan possible.

An excellent way of achieving this is to make the teaching plan on which tutor training is based an object of analysis.

This means the training staff should systematically disclose their teaching methods, should state and subject to analysis the reasons for choosing them and should explain the theoretical grounds (or lack thereof) for what they do.

They will thereby assist the learning process considerably, including their own.

They cannot act as though there were a set body of theory to hand on. There is no object called "adult education" needing only to be sliced and administered in programme form.

There is no fixed body of knowledge in this field, nor can there be at the present stage.

2.2.6 Adult education is not simply an extension to a different section of the population of children's education, as now practised. It is a different way of treating educational problems.

For this reason, tutor training should begin by attacking the assumptions of future tutors for whom, as for nearly everyone else, educating is synonomous with teaching.

The first object, therefore, is to begin a process of modifying the educational intent of the future tutors.

2.2.7 To use another image, I would say that tutor training should follow a spiral motion.

The methodological approach aims at totality from the start: that is, all the basic concepts of educational practice are introduced at once, not in order and according to the steps of a programme.

Immediately upon beginning their training future tutors find themselves plunged in very real terms into an overall situation.

As I said before, there is no better way for such a group to progress than by treating itself as a focus of pedagogical interest. For this approach it is necessary that all the major concepts in educational practice should be presented at once. Later, they can be dealt with in detail and supplemented as the training progresses; such training is constantly turning back upon itself.

Whereas a mathematical education, for example, may need to follow a logical sequence, the characteristics of tutor training require rather that it follow a dialectical order.

A training programme in which the times and subjects of training are rigidly prescribed and parcelled out according to the academic subjects taught by specialists conflicts with the goal of tutor training.

In a word, this training needs to take place in a permissive institutional framework if it is to satisfy the definition given here.

Present school systems rarely meet this condition, even when designed specifically for adult education.

2.2.8 It will now be clear that training in method and practical experience are permanent concerns in the education of tutors. Their nature and speed are governed by overall progress.

They must never be gratuitous, but must always have a concrete object and a functional value in the educational process.

The same is true of the knowledge imparted, which in cases should preferably be built up from the group's own potential. In any case, the learning and the organisation of concepts should derive, where possible, from the group's attitudes, in relation to experience and actual practice.

Methodological facilities should be provided to facilitate the practical use of knowledge and its integration into a body of theory.

2.2.9 Tutor training is first and foremost a training in methodology

As we have seen, the role of the tutor as a purveyor of knowledge is slight.

His effectiveness depends chiefly on his mastery of method, and the knowledge he has to acquire is destined primarily for translation into methodological practice.

He needs to know specific social contexts, of course, such as the organisation of industry, but this is in order to diagnose the demand for tuition; he needs to know the difficulties of the process of abstraction in order to diagnose the obstacles encountered by a learning individual and then find a means of overcoming them; he needs to know the theory of small groups so that he can lead such groups or train others to lead them.

One could give endless examples.

In current practice, however, we see that training in method, which should be the foundation of the tutor's work, is the most neglected part of training "programmes".

In conclusion, the essential characteristic of tutor training can be said to be methodology.

It is in this area that investment is most urgently required, if tutor training is not to become school-bound.

III. ORGANISATION OF MATERIAL INTO TRAINING UNITS: an example

As I said before, it is not my intention here to present a complete adult education tutor training scheme; this study is far too limited for that.

I shall merely propose one way in which a course might be organised around a centre of interest, the training situation. The learning process will be directed more by the demands of well-thought-out educational practice than by the internal logic of academic subjects.

It must be made very clear that the following organisation of a course in no way dictates the teaching techniques that determine the use made of it. Such techniques may be many.

Remembering that the unique feature of tutor training is that it is methodological, to my mind the most effective methodology, which means the one involving the least wastage of knowledge, is one closely related to actual teaching, with theory and practice, running as closely as possible together to become one. The science of education is above all the practice of education.

Thus the worth of a tutor training scheme cannot be judged by its syllabus alone.

Moreover, this scheme is only the first step (cycle 1) in permanent training.

I have used the term "cycle" to signify that its components form a whole and must be presented in a definite order. The approach, which is dialectical, seeks to be at once total and provisional.

It is total in that it introduces at the outset the largest possible number of concepts relating to teaching practice, in order that tutors may begin immediately to construct a coherent teaching plan. This should lead to easier comprehension and use of what is learned.

The aim will be to transcend the interdisciplinary approach by reorganising or, possibly, transforming concepts borrowed from other subjects into a conceptual field specific to adult education.

It is provisional because it follows from the previous paragraph that the field of learning to be tackled is very extensive and could not conceivably be fully covered all at once. It will be necessary to come back and go into aspects more deeply.

The reasons for this approach are primarily pedagogical: it should facilitate the process of tutor training.

The material is divided into units, each of which should be a self-contained whole. Naturally, the value of these sub-groupings is very relative: they simply correspond to the present stage of our own theoretical grasp of practical tutor training and should therefore be regarded with a critical eye.

The duration of training cannot be considered by itself. Tutors must progress in their mastery of practice as far as their time, speed of learning and initial level permit, in relation to what their duties require and to the educational system in which they are working.

To achieve a deschooling of adult education, we must begin by deschooling tutor training. As we have seen, most tutors cannot at present devote much time to their own training, and so the most efficient possible use must be made of what time there is. The information necessary to, or desirable for, their training can be provided to a large extent by self-teaching methods and reading guides.

This scheme has been conceived for adult educators dealing with problems of education in the context of employment. With a few changes of content relating specifically to the production situation, however, I believe most of the units are relevant to any kind of tutor training.

In conclusion, if I have given pride of place in this study to course organisation, it is because the great majority of tutor training schemes consulted neglect it entirely, whereas I believe it is essential, in the same way as methodology.

ORGANISATION OF COURSE INTO TRAINING UNITS

1. The demand: Introduction to the study of production situations and analysis of demands and "needs" for education.

2. Analysis of subject matter and teaching plan.

3. Reception of information and conditions of its communication.

4. Learning situation and group.

5. Knowledge, learning and goals of education.

6-7. Cognitive dominant and educational practice.

8. Problem study and intellectual work.

9-10. Affective dominant and educational practice.

11. Psychomotor dominant and vocational training.

12. Master-pupil relationship in the educational establishment.

13. Personal development and social change.

14. Assessment and permanent education.

15. Institutional teaching and institution analysis.

16. Synthesis unit: "model" for structural analysis of learning situations.

UNIT 1 - THE DEMAND: INTRODUCTION TO THE STUDY OF PRODUCTION SITUATIONS AND ANALYSIS OF DEMANDS AND "NEEDS" FOR EDUCATION

After a period of introduction to the entire undertaking, the educational practice cycle begins with a unit on demands for education, often too hastily called "needs", and the place where such demands are expressed: in this case in industry.

This approach is designed to make it particularly clear that:

- the problems tutors must face arise from specific situations and are largely determined by them;
- their expression cannot be seen as anything more than a "point of view". The demands or "needs" expressed must be treated only as indications or signs; they must be interpreted before they can be met;
- no overall educational response can be devised until as objective as possible a study of the production situation and an analysis of the demand have been made.

I would also emphasise that the production situation is not external to the training situation, that therefore the problem does not arise only in terms of before (analysis of "needs") and after (preparation of follow-up), but that "in the minds of the learners" this "external" situation forms a real part of the process of learning; moreover, in the interests of educational effectiveness, the tutor must know how to make it present at all times.

Every tutor must therefore be familiar with these problems. As it is impossible for him to know every detail of the whole possible range of production situations, he must acquire a method that will enable him to deal with any contingency.

Those are the considerations to which this unit should give expression in the teaching plan.

The unit should also introduce instruments with which tutors can immediately begin to put the principles into practice.

Introduction to the following subjects should be included:

- the organisation of industry;
- production situations and socio-technical systems;
- occupation systems analysis and job studies;
- the notions of social demand or training "needs".

The following methodological problems will also be introduced:

- analysis of subject matter;
- problems of information collection.

This unit should be accompanied and followed by a piece of practical work on a real-life scale if possible: analysis of small socio-technical complexes, study of simple functions ....

UNIT 2 - ANALYSIS OF SUBJECT MATTER AND TEACHING PLAN

This unit is placed here because it is a prerequisite for the achievement of the goals of the previous unit, and also because it introduces questions of theory and method which have to be kept in mind throughout the cycle.

The main objects of this unit are the following:

- To treat "social factors" more accurately, discouraging the illusion of instant knowledge in this field. As "social factors" are "constructed", not "given" an attempt will be made to show the means and conditions for their analysis, and to demonstrate that the "analyst" is part of the analytical process and cannot be neutral. The analysis of training demand, the study of production situations, etc are only instances of the general problem to be tackled.

- To reiterate that the transition from the production to the training situation is not a mechanical one: the "needs" expressed, the training demand, do not lead automatically to the educational programme. Observing "needs", analysing demand and then translating the information compiled and interpreted into educational terms is a necessary step in determining the nature of the educational response.

  This "transition" will be studied mainly from a theoretical and methodological point of view.

- To lay emphasis on the conditions of subject matter analysis, showing that, for the "translation" to be faithful, the analysis must be made from a pre-existing teaching plan, which will furnish the educational language into which the material analysed will be translated.

  Thus another object of the unit will be to show that this methodological step, the "transition" mentioned above, assumes the prior existence of the teaching plan.

From the viewpoint of formal logic, we are here faced with an impossibility, since for phase 1 of the teaching process to succeed assumes the prior existence of the teaching plan whose construction is the chief object of the cycle.

At this stage of the work, analysis can only reproduce the tutor's teaching plan in its original, subjective state. This explains why tutors and organisers nearly always find the same "needs" in their adult audiences: the educational responses were already present in their minds when they began to analyse "needs", so that they have only gone through the motions.

The contradiction is unavoidable. The undertaking is necessarily dialectical: that is the law of any true formative process.

These aims are to be attained by bringing in new knowledge through a thematic, symptomatic and clinical analysis of the material and by supporting exercises related to learning problems, especially those revealed during practical work in unit 1.

Some of this material can be dealt with in self-teaching projects. It would be desirable here to introduce some notion of linguistics.

UNIT 3 - RECEPTION OF INFORMATION AND CONDITIONS OF ITS COMMUNICATION

The general considerations relating to the unit on subject matter analysis are equally relevant here.

The third unit will focus mainly on the reception of information and, through it, the various processes at work will be introduced, with emphasis on the decisive role played by the agent of reception.

Thereby the theoretical material introduced in the subject matter analysis unit will find practical application.

The following will be introduced:

- the situation and relationship of communication (individual and in groups);
- information reception techniques and their suitability to the purpose.

There will be both general and analytical practice in:

- adopting a given attitude system,
- listening and diffuse attention,
- memorising and continuous diagnosis processes,
- diagnosis of own scheme of reference and projection phenomena (underlying personality and ideological system).

This unit gives an indirect introduction to the pedagogical relationship.

Learning problems, as far as possible those already dealt with in units 1 and 2, will provide the basis for practical work.

Whatever elements of psychology are necessary to an understanding of the nature of this problem will be presented.

UNIT 4 - LEARNING SITUATION AND GROUP

1. Presentation of a model for structural analysis of learning situations

At this point all the remaining units of the cycle will be introduced, so that variables artificially isolated for the purposes of course organisation can be seen in relation to each other. This will be done by means of a very schematic model of learning situations; this model, which will subsequently be the subject of a synthesis unit, should provide a framework for the dialectical organisation of the material for the whole cycle.

It will be referred to throughout the cycle.

In this introduction special emphasis will be laid on the influence of the institutional situation on educational practice, so that the teaching plan shall reflect that situation.

2. The group in the learning process

The next subject of study will be one of the variables of the situation, the group being tutored:

- the "theory" of small groups will be introduced, at the same time as the study of its ideological foundations;
- students will gain practice in guiding a group.

Through the exercises they will acquire skill in recognising group phenomena, by setting up and analysing situations:

- of "ex cathedra" discourse,
- of problem study,
- of attitude change.

One of the aims will be to create awareness of the variations in group phenomena, depending on the nature of the work, and to bring out the idea of involvement, or mobilisation of the whole personality, which is a major element in any learning process.

Another aim will be to give practice in the presentation of educational sequences. If possible, the videotape recorder will be used for greater objectivity.

Together with this experience of group work, an introduction will be given to the characteristics of adults when learning and their effects on educational practice. Practical exercises in the group will be on themes involving setting up or solving these problems.

The question of the social determinants of education will be dealt with here.

Where possible the subject matter of this unit will be handled in self-teaching material; the unit itself will remain focussed on a demonstration of group phenomena and study of the characteristics of the learning audience.

At the same time there will be direct observation, televised if possible, of learning groups and classes.

For such a purpose as this television should have a particularly important role to play.

UNIT 5 - KNOWLEDGE, LEARNING AND GOALS OF EDUCATION

The formulation of the educational response depends to a great extent on preciseness and relevance in the goals to be achieved: what knowledge is to be acquired, and for what purpose?

Only when these have been made clear will it be possible to provide satisfactory answers.

The analysis of demand furnished indications regarding the main lines of education, the overall goals (1). These must now be refined and translated into goals for action.

This unit deals with the classification of goals, with taxonomy.

But to achieve this, the following questions must be elucidated:

1. What is learning?
   - Is it a monolithic concept, or are there different types of learning? If so, the different types should be reflected in the aims of education.
   - What is the nature of the "compartmentalisation" effected in our educational systems (division of labour and of learning)?

2. How do people learn?
   - Present state of knowledge about personal "development".
   - Contributions to educational practice by theories of learning and sociology of knowledge.

3. Learning and ideology: problems of classification.

   The objects of education will be classified according to:
   - cognitive (units 6, 7, 8), affective (units 9, 10) and psychomotor (unit 11) dominants;
   - dominants related to personal development (unit 13).

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(1) The decisive role of the teaching plan in this connection can only be truly appreciated at the end of the cycle.

The distinction between educative goals and teaching plan will be made here.

Material will, wherever possible, be treated through self-teaching projects; this unit will provide opportunities for pooling of information through lecture-discussions, the clarification of problems and the relating of them to practices.

Case studies will be made on the goals of the current training; projects will be prepared.

UNIT 6-7 - COGNITIVE DOMINANT AND EDUCATIONAL PRACTICE

The next two units entail a deeper investigation of what I have called the cognitive or "intellectual" dominant.

This will be done by an approach to the particular problems of learning in the technological, technical and scientific fields.

The investigation will begin with the concept of intellectual activity and the question: What is the significance of such common assertions as "gifted" or "not gifted" for mathematics, "has no sense of abstraction", "of average intelligence", "has no memory", etc.

The present state of knowledge in this field will be summarised. With regard to intellectual activity:

- Has it a seat? Is it the brain?
- How does it "function"?
- What is intelligence: an innate faculty, something acquired, a myth?
- Can intelligence be measured?
- Can intellectual activity be developed?
- What are the social and psychoanalytic determinants of intelligence?

The next subject of study will be the cultivation of the "scientific mind":

- Modes of thought of industrial and "traditional" societies; scientific thinking and magical thinking. Validity of these concepts.
- The "scientific mind" and obstacles to its cultivation. Assumptions, concept formation.

Lastly, the effects of these theoretical considerations on educational practice will be examined.

- Assimilation and loss of technical and scientific knowledge.
- Diagnosis of the level and nature of learning in this field.
- Significance for subject organisation (programming) and grouping (centre of interest - technical object).
- Liaison with other aspects.
- Classification of goals.

The group will be placed in an actual learning situation related to a subject of this kind, so that it can grasp the phenomena through direct personal experience.

What I have called "focussing on the cognitive dynamics" of individuals or groups in learning situations will be developed. The material taught will be derived from these situations.

Most material should be dealt with through self-teaching projects, so that tutorial sessions can concentrate on the formation of concepts derived from practice.

UNIT 8 - PROBLEM STUDY AND INTELLECTUAL WORK

The main goal of this unit is to give group members very concrete experience in:

1. - identifying the specific problems encountered by a group studying a given problem;
   - enabling each member to see his own difficulties, especially mainly cognitive ones;
   - recognising ideological processes in the intellectual activity performed;
2. - suggesting problems for study and examining the "operations" involved; acquiring familiarity with analytical techniques for these operations;
3. - learning to guide a group studying a specific problem: formal logic, dialectical logic; heuristics, brain-storming.

At this point in the cycle can begin the study of the technical object, as the best possible training support.

This aspect will constantly be related to the educational practice of group members.

Problem study and decision-making in industrial organisations can be introduced; this would provide an opportunity for additional material on the sociology of organisations.

UNIT 9-10 - AFFECTIVE DOMINANT AND EDUCATIONAL PRACTICE

The object of these two units is to see what pedagogical problems arise when an educational goal implies personality changes.

The question of "underlying personality" has already been discussed with reference to material analysis, communication and group behaviour; here it will be approached from a more directly pedagogical angle.

1. By way of introduction, the group should be reminded that any training is a total process: the affective dominant will then be isolated, with a view to distinguishing what is relevant to education and what is not:
   - consideration of normal and pathological states;
   - goals of psychoanalysis, psychotherapy, pedagogy;
   - institutional therapy and institutional education.

   What is the connection between all these?

   What are the limits of the pedagogical sphere?
2. Classification of goals with reference to the affective sphere.
3. Attitude systems and ideological systems.
4. Descriptive repertory of educational means of achieving these goals:
   - active methods;
   - psycho-social methods;
   - devising of ideal systems;
   - role-play.

5. Practice in the use of these techniques, especially "focussing on the affective dynamics" of learning individuals and groups.

In these units the point will be made that teaching seldom has such aims, and when it does the means it employs are inadequate.

The limitations, subject matter and ideological functions of such approaches will be mainly covered by self-teaching projects.

Participation in a group dynamics or psychodrama experiment can be allied with this unit.

UNIT 11 - PSYCHOMOTOR DOMINANT AND VOCATIONAL TRAINING

This question will be approached through the study of training for a manual trade, as it still very often is in adult vocational training systems. I am not suggesting that the psychomotor dimension is all there is to this type of training, but it still has a large place in it.

The "theoretical" basis of this form of learning will be examined in relation to the accompanying evolution of labour, industrial systems and social relations. The effects of division of labour on such a training system will be studied and, lastly, contemporary developments.

The more specifically pedagogical aspects of vocational training - trends in training methods - will also be considered:

- pedagogical components particularly in a historical perspective (Carrard method);
- ideological components: effects of division of labour on the training system;
- lastly, current transformations, eg the change from "narrow" to "open" vocational training, in which every course of training leads to immediate proficiency in a trade while at the same time laying the foundations for continued training with a view to the job changes that are probable.

In addition to providing a more direct knowledge of vocational training systems, this unit should consider, in outline, how they can be modernised: to that end, conditions for training with a comprehensive or total orientation (closing of the gap between vocational and general education, and pedagogy of the technical object) should be studied.

The unit should also look at the following problems:

- occupational networks, occupational families and polyvalence;
- vocational certificates by unit-credit system;
- vocational "pre-training" and functional literacy;
- redeployment.

This unit should be accompanied by the active observation of vocational training practices and, if possible, periods of practical work on machine tools.

Exercises in the study of jobs and functions should be resumed (cf unit 1).

An initial synthesis of contributions to theories of learning could be made at this point.

UNIT 12 - MASTER-PUPIL RELATIONSHIP IN THE EDUCATIONAL ESTABLISHMENT

Several of the topics relating to theory and method dealt with in previous units will be discussed again here in the light of the master-pupil relationship.

The special aims of this unit are the following:

- to give deeper understanding of the relationship, showing its function in the training process, in particular its ideological overtones;
- to give tutors an opportunity for exchanges relating to the specific problems each has to face in this relationship: "Balint Group" analysis;
- to gain practice in the critical observation of training sessions, with the help of television if possible (retransmission of a session with simultaneous criticism, then feedback and discussion).

The important role of the tutor's person in the learning process should be demonstrated here: he is a decisive factor, not only by what he says, but by his behaviour: his personality is an essential instrument in the training process.

At the same time, however, all the ambiguities and limitations of his role should be made clear: by over-insisting on the importance of the master-pupil relationship, the importance of the institutional framework which conditions it may be obscured.

This will be one of the aims of the unit on institutional teaching and institution analysis.

The present unit should be primarily analytical and the problems should as far as possible be considered in real situations. It should facilitate self-diagnosis and also enable tutors to acquire better self-mastery and subordinate their actions to specific teaching goals.

Units 3 and 12 are continuous.

UNIT 13 - PERSONAL DEVELOPMENT AND SOCIAL CHANGE

These concepts are brought in at this point because they are the two essential elements of the teaching plan which should, in my opinion, serve as a basis for adult education and consequently for tutor training.

The main subject here will be the problems which personal development creates for the teacher, they will be approached by making a synthesis of what was studied in previous units and outlining the links with institutional teaching, all in the wider context of social change.

The strategies and dominant forces in personal development will be introduced and their limits indicated.

This will be the moment to return to the theories and social determinants of personality: genetic, clinical, Marxist approaches.

Special attention will be paid to the teaching problems posed by one of the main aspects of personal development: expression.

In this connection I should like to break with the customary treatment of problems of expression in schools by:

- reducing the importance of its function as transmitter of a cultural past, too often cut off from the realities facing adults;
- relating the problems directly to the analysis of contemporary living situations and their transformation.

I suggest that the point of departure for this should be presentation of one of the attempts to work out specifically "androgogical" practice consistent with the plan defined here: the "mental training" method (1).

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(1) Cf Peuple et Culture.

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The work being done on active teaching methods will be studied in greater detail in this connection.

There will be practice in the preparation and conduct of integrated cycles - ie those cycles which are pedagogically organised with a conscious eye to the goal of personal development, beyond any particular form of training.

Lastly, this could be the place for an initial synthesis of the elements of methodological training previously discussed.

In conclusion, the ideas of change, resistance to change, agent of change and socio-pedagogical intervention will be covered briefly, bearing in mind that these form the substance of a Second Cycle.

UNIT 14 - ASSESSMENT AND PERMANENT EDUCATION

The objects of this unit are as follows:

1. Synthesis of assessment procedures in an educational process

Assessment is not specifically treated in this unit, but will have been referred to throughout the cycle in direct relation to each separate problem of educational practice, eg assessment and "needs", dominants of learning, pupil-master relationship.

Actual experience in assessment will have been gained during the cycle; here, the material will be put in order.

2. Analysis of experience

In "Balint Groups" tutors will exchange experiences in this field, less at the technical level than at that of direct experience: resistance to assessment and self-assessment, connections between assessment and the educational institution.

Here it will become clear to what extent changes in assessment practice are linked with those in the master-pupil relationship, the relationship to the institution, and in society as a whole.

3. Permanent assessment of learning, examinations and selection

One of the key factors in any change in educational practice will be discussed: examinations, or achievement assessment. With the problem of selection, a political aspect is approached.

4. With the problem of "follow-up" of learning, the idea of permanent education will be introduced particularly permanent education in the industrial organisation, bearing in mind that this is the subject of a separate Cycle (Cycle 21).

The permanent training of adults will be widened to permanent education.

For this unit it would be desirable to produce models of assessment exercises, in order to amplify and enrich each tutor's practice.

Here, as on every other possible occasion, informative material should be treated in self-teaching projects.

UNIT 15 - INSTITUTIONAL TEACHING AND INSTITUTION ANALYSIS

1. This entails closer examination of the institutional practices employed throughout the cycle in order to clarify the approach to Institutional Teaching.

The conditions of and hindrances to self-direction in adult education will be emphasised.

Although their attitude towards such a plan is still ambivalent, I assume that adult audiences will increasingly insist upon it as one of the specific characteristics of their training.

But then we come up against the typical restraints of the social context in which such a plan will be incorporated. The group will examine its application to learning situations in which the tutors are directly concerned.

2. The difference between institutional teaching and institution analysis will have to be made clear.

This will lead to discussion of institution analysis:

- A number of theoretical instruments for such analysis will be introduced, based on case studies and, more especially, on the educational practice of tutors.
- Tutors will be introduced to the question of the "institutor" agent, so that they may pay attention to the various "analysers" of the institution.
- "Educational technologies" will be put in perspective the relative nature of "teaching techniques" will be made clear (institution analysis in an "intervening project", not a technique).

The following main concepts could be covered:

- the concept of "institution" (historical approach);
- the institutor/instituted relationship;
- institutional transference and counter-transference;
- membership group and reference group;
- institutional implication and institutional distance;
- field of intervention and field of analysis;
- intervention: demand and command.

For teaching purposes situations will be devised for analysis with the help of the above concepts. The situations will be of two types:

- chiefly cognitive (case study, diagnosis of speech, analysis of practices other than those of persons in the situation);
- chiefly clinical (function of the institution of tutor training seminars, tutors and the institution, various relations to pedagogical learning).

This Unit will revert to the Socio-Educational Intervention project as one practical response to the problems discussed here.

In addition to its possible immediate benefits in terms of educational practice, this unit should also demonstrate the nature and significance of the present unrest throughout education in every part of the world.

UNIT 16 - SYNTHESIS UNIT: "MODEL" FOR STRUCTURAL ANALYSIS OF LEARNING SITUATIONS

The main object of this unit is to organise the entire body of variables covered during the cycle, in order to show the many ways in which they relate to one another and their fundamental interdependence.

The learning situation should be the organising principle. It is most important that an effort should be made to create a coherent whole, even if not definitive, out of the material covered. The practical usefulness of what has been learned, and thus the effectiveness of the tutor training will be very closely determined by the degree of coherence.

There will be practice in applying the "model", in order to assist in the assimilation of knowledge and its subsequent use.

Projects such as the following will also be carried out:

- Complete preparation of a new scheme of training;
- Diagnosis of a course in progress with a view to redirection;
- Preparation of advanced training courses for tutors;
- Preparation of total assessment of a course, etc ....

As part of this work a synthesis of teaching techniques and aids can be made.

The many points not dealt with in the cycle will also be mentioned, and possible ways of handling them explored: this will provide guidelines for a second cycle.

The general goals which should be achieved during this cycle may now be recalled:

- a teaching plan embracing all human experience;
- understanding of all the elements of which educational practice is composed;
- their usefulness in diagnosis and construction of all-embracing teaching progressions;
- improved practical mastery in all the fields covered;
- increased possibilities for theoretical and practical innovation in teaching;
- recognition of the limits of such teaching;
- increased capacity for defining the nature and priorities of continuous self-teaching.

This Cycle is plainly incomplete. It does no more than indicate an approach to the problems. The technologies of training, administration and management, programming, literacy, documentation, experimentation, research, etc are only touched upon very indirectly. More comprehensive approaches, such as socio-pedagogical intervention, socio-cultural activation or community development, are scarcely mentioned.

They will be more fully treated in subsequent cycles or specialised seminars.

Partly by means of this example I have tried to suggest a foundation for a system of permanent tutor training composed of flexible units which can be combined in many ways, can cover varying periods of time and can relate to different levels of training.

A system of this type should avoid the pitfalls of "piecemeal" training and be directly linked to the practice of some occupation. But that is another project!

Without offering any conclusions, I wish to say once again that the suggestions put forward in this study are by no means absolute or final; they merely relate to my present understanding of our practices.

PART TWO

A TYPOLOGY OF ADULT EDUCATORS (1)

Analysis of the constituents of a system for the continuing education for adults

(1) This study was published in 1974 with the reference CCC/EES (74) 12 revised.

TRENDS AND PERSPECTIVES IN CONTINUING EDUCATION FOR ADULTS

Before embarking on a study of the different functions existing today in the field of continuing education for adults, I shall endeavour to survey the main trends which in my view are emerging in this field.

There are two possible approaches:

- through the formal divisions laid down at the centre in the various countries, adopting the official distinctions between education, training, cultural and socio-cultural animation, social work, etc;
- through current practices in this field: adults undergoing education can be questioned, together with their tutors, concrete programmes can be examined and an attempt can be made to determine the trends, bearing in mind the very concrete manner in which these are emerging.

I opted in favour of the second. It seemed to me that in the various countries visited, a very important movement was noticeable among practitioners - who were often operating within traditional structures - to break away from the restrictions imposed by such structures and invent new ones. The vital forces are often in a minority and sometimes marginal. But it is also true that countries are increasingly embarking upon important innovations at national level, by introducing on a general scale methods arrived at by experimental projects.

A number of basic aims are emerging to a marked degree almost everywhere. It is being considered more and more that continuing education for adults must:

- be based on people's concrete problems as they arise in specific situations;
- help them to solve these problems;
- have regard to all the circumstances - individual or collective, educational, social, economic or political - involved in solving the problems;
- deal with the problems as closely as possible to the places in which they arise;
- create situations in which adults assume direct responsibility for their own education (trends towards the self-management of education are becoming more widespread);
- develop the critical function of education.

A more comprehensive approach

As regards concrete activities, the approach is increasingly comprehensive. Since education is increasingly linked with action, all the elements necessary for understanding situations and changing them are deployed. The divisions between general, vocational and cultural education, between the place of education and the place in which the learning is applied and between theory and practice, are being contested.

The retention of these divisions, with the notable consequence that educators are trained in such a way that their functions follow and reinforce the divisions, implies a system of education for social conservation.

In contrast, the search for more comprehensive approaches centred on concrete situations and accompanied by the growth of new functions reflects the search for a system of education for social change; the counter-school, the underground school, out-of-school education, community development, collective education, institutional education, community and participatory television, self-management of education by those engaged in it, political education etc are all concrete manifestations of this trend in various countries.

A redistribution of educational functions

As types of training become more comprehensive and the link between educational and social activity becomes closer, the lines of demarcation between the different types of educator are becoming blurred: educational functions are being redistributed.

Cultural and socio-cultural animateurs, social workers and media technicians seek to be, and are, adult educators. These different functions overlap to an ever larger extent in practice, and training for them is becoming increasingly similar. A two-fold development can be seen here:

- increasing versatility on the part of the various educators,
- increasingly frequent association of people with complementary skills: interdisciplinary teams have become the order of the day and techniques such as team teaching by two or more people are becoming more widespread.

The education function is increasingly a shared function. It is ceasing to be the exclusive province of specialists; everybody, in his different social roles, finds himself called upon to act as a tutor.

Those who are undergoing education are tending to take over authority in the educational process. The teacher is becoming an expert, offering a service which may be rejected if it is considered inadequate; the function of educational auxiliaries is appearing, the trend towards self-management of education is very marked.

Thus adults take part in their education or even become completely responsible for it: everyone is his own and his neighbour's tutor.

This means that strictly a typology of adult educators will have to take this situation into account by considering, in particular, ways of orienting initial training so that it prepares each of us to play the part of a tutor or to embark upon the process of self-education.

Part-time

The part-time tutor is becoming increasingly common; there are, however, two very different types.

The "overtime" tutor: in this case it is the lack of full-time posts - due to inadequate funds and also to uncertainty about the ultimate answers to the question of organisation of adult education - which places educational tasks on the shoulders of people who indeed perform them on a part-time basis, but in whose case "part-time" means "overtime".

This is often true of school teachers. In these circumstances the primary motivation is often financial, and the limited amount of time available to prepare work with adults results in their often receiving poor quality education.

Should such situations form part of a typology of adult educators? Undoubtedly, if the aim is to record current practice; but certainly not for an educational system acceptable to adults.

The genuine part-time educator: here two trends emerge;

- one is directly connected with the aim of democratising society. Each of us, when embarking upon an educational course, has in turn to fulfil the task of co-ordinating or leading the group undergoing education; the exercise of that function provides concrete training in the conditions in which democracy functions. Such an attitude underlies the various Scandinavian adult education systems; the political and educational functions are explicitly connected;

- the other is concerned with the aim of permanent education. This trend is very recent. It is developing as adult education becomes more intensified, and calls for the creation of an increasing number of full-time posts; it is also a result of an increasingly prevalent way of posing educational problems, namely directly in terms of permanent education.

The question is simple: should all or some full-time adult education functions be increased in number? Should the tutor work in adult education alone or in initial and continuing education at the same time?

Permanent education as an overall plan

Just as in adult education there are important internal trends and changes, so also it is influenced by an external factor, largely self-induced, namely permanent education. This development is of capital importance, for it means that we can no longer seek to develop adult education without concerning ourselves with the more comprehensive project of permanent education at the same time.

Two trends are emerging, both in the context of an overall education project:

- The recurrent education approach has as its main aim the reorganisation of the education system to cover the whole span of life. This is a radical approach to the organisation of the system.
- The permanent education approach is more comprehensive; not only does it aim at the restructuring of the existing education system, but it seeks to promote, or allow to grow new educational forms including those outside the existing education system.

Faced with these prospects, adult education itself is passing through a transitional phase; the progressive substitution of the concept of "continuing education for adults" for that of adult education reflects the search for permanence in this field.

The specific scope of the various functions performed by adult educators will be increasingly affected by the progressive integration of continuing education for adults into a permanent education system and by the choices made concerning the type of permanent education system to be developed.

Adult education is ceasing to be a closed field; it is in a transitional phase, passing from a rather narrow "school" concept towards a system which will have to be fashioned by the social agents: that is to say that the future of the continuing education of adults is essentially one of the major political decisions which will have to be made in our countries.

Given such a situation, how is it possible to draw up a typology of educators, which must of necessity be restricted, coherent and exemplary?

Towards a taxonomy of functions

This is a descriptive classification of the various types of function to be found in the restricted field of continuing education for adults.

I shall set out the main characteristics of each function and the principal educational objectives associated with it and try to describe the main trends affecting these functions. That is what I have been commissioned to do.

This task of classification and characterisation ought to be preceded by a typology of educational activities, for it is clear that the nature of the functions performed depends very closely on the nature of the education process of which they form part: not every function has a place in, or is relevant to, every type of educational activity.

Rather than suggest a typology of adult educators, I am therefore offering an analysis of the following major functions in the continuing education of adults today:

Education and teaching

Animation and intervention

Information:

- documentation and library services
- advice and counselling

Research and tutor training

Administration

Organisation

Management.

Two major considerations dominate these various functions:

- Education is largely a process of acquiring knowledge, whose stages must be carefully, and if possible economically, organised. From this point of view the various functions will tend to be organised around the education and teaching function.
- Education is to a great extent a process of personal development and/or a form of social work. In this respect, the animation-intervention function must be considered the most important.

THE EDUCATION AND TEACHING FUNCTION

The traditional attitude towards knowledge in the continuing education of adults is undergoing a radical change.

Adults are less willing to learn for learning's sake; the demand is nearly always for useful training, in order either:

- to obtain a diploma which will lead to social advancement,
- to function more effectively in the activities of everyday life, often with a view to changing living conditions, or
- to achieve further personal development.

As a result, adults are seeking to participate in producing the knowledge they acquire, by ensuring that what they are taught meets their demands. They want to have a clear understanding of the objectives, the ideological content, the rate of learning and the methods of assessment.

Likewise adults want to make certain of being able to use the knowledge they have acquired, by seeking to apply their learning to specific problems and situations.

Such a demand makes it necessary always to incorporate into training a systematic preparation for action and also whenever possible to act directly on the environment in which the knowledge imparted is to be used.

The function of continuing education for adults is much broader than that of the education of young people, at least as this is still normally provided today. It is both an educational activity and a social activity, and it does not readily accommodate the numerous divisions traditional in this field: between cultural and educational activities, between general, technical and vocational training, between the place of training and the place where training is used, between subjects or categories of knowledge, between administration, organisation, animation, teaching and assessment, and the like.

Clearly the development of continuing education for adults, like that of cultural activity in other fields, is directly opposed to these divisions, although no clear alternative has been formulated and the divisions in question do not always correspond to the division of labour at production level.

It is in relation to such a trend, here described in a very simplified manner, that we must see the development of the teaching function, which seems to be dominated by two tendencies: integration and diversification.

This development again raises in an acute form the full-time/part-time problem.

Integration of the teaching function

The teaching function is increasingly being integrated into an overall education process as one of its variables. It is still frequently performed by a professional teacher; other media are appearing, however, such as:

- the expert in a specific field who occasionally comes to make his knowledge available to a group;
- the teaching manual and programmed or semi-programmed learning, which provide direct contact between the student and the knowledge to be acquired;
- multi-media system;
- mutual education, in which every participant provides some of the knowledge.

It happens less and less that an educator-teacher has sole responsibility for the education process; he makes his contribution through:

- teaching in pairs, in which the expert is responsible for the subject matter to be taught or the information to be provided, while the animateur is responsible for facilitating learning and ensuring coherence;
- a teaching team, where the tasks of organisation, consultation and guidance, animation, teaching etc are shared and carried out together or in confrontation;
- an institutional approach, in which all the tasks in the educational establishment serve as educational supports and all the staff, including service staff (in the kitchen, garden etc), are full members of the teaching team;
- a collective approach (collective education or community development), where education provides a support for collective action and experts, animateurs, social workers, information specialists, community leaders and all the adults concerned collaborate in the process of education and development, each according to his position or capabilities;
- video-teaching, of which the "Open University" provides the most advanced example today.

Diversification of the teaching function

Integration of the teaching function into a more comprehensive process is at present taking place in two ways:

- either, as I have just indicated, in the form of "group teaching" by analogy with group medicine or group architecture;
- or by the educator-teacher taking on a greater variety of tasks and so widening his field of activity.

To give some idea of this increased scope I will list the main educational objectives which now define the function.

The educator-teacher must be able, among other things, to:

- master a field of knowledge, partly directly, partly indirectly,
- give constant thought to the epistemological aspects of his special subject,
- assess demand and needs in education,
- determine and negotiate teaching objectives,
- study the level and nature of the knowledge of the individuals/groups undergoing education,
- devise a teaching strategy, specifying in each case the type of training (simplifying the question, whether to build knowledge, character or ability),
- choose the most suitable media, methods and aids and know how to use them,
- delegate that part of the teaching which he is not qualified to undertake,
- assess results,
- understand the various learning difficulties and know how to detect them in any individual,
- take explicity into account the various general factors in personal development, for example, expression, documentation or analysis of the environment, and provide training in these,
- understand the learning problems in disciplines related to his own,
- master the different group techniques, having himself had training in group work and production, and use these techniques in his work,
- adapt himself to an interdisciplinary approach,
- provide training in the methods of individual and group work,
- provide training in documentary research and self-tuition,
- make aids to self-tuition, using various technological means, and produce reading programmes and programmed learning sequences,
- facilitate the application of knowledge to concrete situations,
- give advice and guidance,
- prepare a coherent teaching project.

He has today become a practitioner who must be capable of performing four major functions:

- providing knowledge and information directly or indirectly,
- facilitating learning,
- facilitating the monitoring and application of learning,
- ensuring personal development through learning.

His time is still often entirely taken up by the first of these four functions, which is the very one to which he is least essential: from being a "transmitter of knowledge" he is likely to become increasingly a "learning counsellor" and a "promotor of personal development".

Full-time, part-time?

Just as the debate seemed closed and everybody was recognising the importance both of full-time work, as a means of specialising and ensuring the qualitative development of continuing education for adults, and of part-time work, as a means of ensuring quantitative development and also of "secularising" the teaching function (everybody being both a teacher and a pupil), the prospect of a system of permanent education has called these assumptions into question again.

The question is then: should the size of the full-time "teaching body" in adult education be increased or, on the contrary, should the number of full-time teachers be restricted and teachers encouraged to divide their time between formal education and continuing education? It is obvious what is at stake: it implies going all out for permanent education, deliberately seeking to involve in it the teachers and consequently the whole existing education system; in other words, it means reconsidering the whole structure of continuing education for adults by placing it within the framework of permanent education in order to make it a driving force in changing the system of initial education.

There is also a parallel fear - that the creation of a body of full-time teachers would in the long run produce a teaching bureaucracy with all the risks of the traditional school situation which that entails for the continuing education of adults.

In view of the quantitative development of continuing education for adults, it is not enough simply to have recourse to the current palliative of making intensive use of staff working "overtime". Choices will have to be made concerning the nature of the infrastructure of continuing education for adults and, in particular, the nature of the functions: the number and type of full-time staff, organisation of part-time work.

The concept of full-time must be carefully scrutinised from this point of view; would it not be better to exclude it from the training-teaching function by encouraging:

- either a division of time between formal education and continuing education in the case of professional tutors,
- or a division of time between education and some other professional activity?

This would facilitate the involvement of all in education activity, while the link between initial education and continuing education would also be created.

Teaching would become a part-time function; on the other hand, an organisational framework would come into being on a large scale for full-time continuing education (cf Animation).

Admittedly the part-time practice scarcely exists today.

What is called part-time consists in fact in pursuing continuing education for adults outside and in addition to statutory working hours: adult education takes place today in the form of overtime with all the disadvantages this has from the qualitative point of view; and it also hinders quantitative development.

The conditions of real part-time, integrated into working hours, have yet to be worked out. Not that this should exclude the possibility of using leisure time for educational purposes, but such a solution should be the exception.

THE ANIMATION AND INTERVENTION FUNCTION

Animation is the key function in the new adult education. It is the starting-point from which, and around which, all other functions are tending to be reorganised. The function of <u>educational animateur</u> is developing side by side with that of socio-cultural animateur. It appears whenever the process of continuing education for adults is regarded as something broader than a mere teaching process.

<u>Encouraging responsibility</u>

If the term "adult" has any meaning, it implies the exercise of total individual and collective responsibility. This responsibility must be exercised in respect of education; on the other hand, education is itself an outstanding means of training for such responsibility, in particular if it breaks down dependence vis-a-vis knowledge and the teacher who embodies it.

The function of the educational animateur is to ensure that the conditions for assuming responsibility are met, the necessary practical arrangements being made for adults to be able to:

- express their demands through machinery set up to determine their needs accurately,
- acquire the capacity to express educational objectives or wider cultural aims,
- have some control, through continuous assessment, over the education they are getting, and if need be terminate or modify it,
- learn self-reliance and the exercise of responsibility through the use of appropriate teaching methods and procedures,
- adopt a critical approach towards what they are taught, by analysing its ideological components.

The animateur facilitates the transfer of responsibility for education from the tutor to the student (who becomes a "self-tutor").

Opening the way to real personal development

If continuing education for adults aims to be more than just an extension of school education into adult life, it must invent a teaching method or strategy which will make real personal development possible. The educational animateur will be working towards this end if he can:

- link up the student's previous and present education in order to ensure continuity, by either combining the new learning with or basing it on the old;
- provide a link between various learning elements in order to facilitate assimilation, understanding and mastery of them by the adult undergoing education;
- combine the major practical and theoretical factors in order to avoid educational conditioning;
- devise a type of systematic education which not only provides for the immediate application of what is taught but lays a foundation for subsequent education;
- prepare the way for subsequent continuing education;
- devise a comprehensive teaching strategy which does not omit any of the aspects of personal development which we may refer to as knowledge, character, ability or general, vocational, cultural, socio-cultural or ideological education.

The animateur must be able to think out and organise strategies for personal development.

Social integration of teaching

If continuing education for adults is to have its place in society, a very close link must be maintained between the place of education and the place where the learning is used, seeing that ultimately the usefulness of what is taught depends far more on the concrete situations in which it is used than on the quality of the teaching itself.

It is the educational animateur's responsibility to see to it that educational objectives are whenever possible formulated as objectives for action. The usefulness of what is taught is one of his constant concerns before, during and after the process. In addition he ensures that the teaching itself is planned comprehensively to encourage to the maximum adults' involvement, their taking of responsibility and their opportunities for using what they are taught. This he does by:

- bringing the "environment" into his teaching,
- relating learning to the place where it will be used,

- turning learning into educational action by means of collective activities, forms of community development, community workshops, etc,
- when the "school" aspect of learning predominates, transforming it into a process of personal development.

The animateur must be able to organise, or take part in, activities directed towards social change.

He must be capable of organising the handing over of his responsibilities and terminating his work.

From these characteristics a profile emerges of the professional who is currently to be found working in a wide variety of jobs, generally in one of the following four major areas:

- the group undergoing education;
- the educational establishment or organisation;
- the developing community;
- the system of study at a distance.

It is said in some quarters that the educational animateur is a general practitioner, but this of course does not mean that in his job he does not draw on a range of knowledge and specific techniques.

Professional qualifications and training objectives

The training of educational animateurs is concentrated on the following major objectives. It must be remembered that some of these may become predominant (in which case he becomes a specialist) and that the function presupposes the training defined in the section on the function of the educator-teacher.

The educational animateur must be able to:

- analyse applications for courses (collective and individual),
- study the context in which the application is made,
- involve the applicant(s) in the diagnostic process,
- distinguish in his diagnosis between what falls within the sphere of education and what does not and propose objectives for action, particularly educational objectives,
- work out educational objectives in consultation with those concerned,
- devise a teaching system appropriate to the situation, a teaching session, a whole phase of learning, a syllabus, a teaching system based on credits, a multi-media system, a group project, a community development project, a system of group or individual learning, of self-tuition, mutual teaching, etc,
- predetermine the various criteria on which learning assessment is to be based,
- recruit staff for the various teaching functions, train specialists, produce material or get it produced,
- undertake information, advisory and counselling work,
- organise publicity campaigns (to inform individuals or groups),
- work out and implement arrangements for active research, plan experimental work,
- organise the administrative, financial and material sides of educational activities,
- deal with relevant authorities,
- master the main aspects of group leadership,
- assess the standard and nature of previous knowledge,

- study motivation, resistance and other obstacles to learning, and turn them to the best account,
- take direct charge of a specific educational objective,
- ensure coherence between the various educational activities,
- put forward objectives for personal development and initiate work to achieve them,
- make use of full-time and part-time educators,
- get a group or community actively involved in a process of self-education or participating in teaching,
- plan, organise and lead an educational project for a group or community,
- give advice on methodology,
- make appropriate use of the various media, give training in their use,
- train teachers,
- engage in a process of self-improvement.

Obviously this list is not exhaustive; it merely outlines a function for which more and more people are being prepared today by a great variety of educational methods.

The more this function develops, the more it seems likely that it will cease to be clearly distinguished from socio-cultural animation. It is therefore important that from now on we should devote attention to the function of socio-cultural animateur.

Although still far fewer in number than educator-teachers, educational animateurs appear more and more to perform the central function around which the continuing education of adults in its present phase will be organised.

It is in fact through this function that the continuity of adult education is assured, that such education can be freed from the traditional school atmosphere and that a wide range of specialists can participate in it without becoming part of a regular teaching staff.

The same function also makes possible closer links with socio-cultural animateurs and social workers, thus enabling more and more joint enterprises to be carried out.

But the function's primary importance is that it restores responsibility to each of us as student and educator; in this respect it is no more than a transitional function.

THE INFORMATION FUNCTION

The information function is generally becoming more important in the continuing education of adults:

- on the one hand as a back-up function for teaching,
- on the other as a function which is an integral part of the dynamics of teaching.

This development is largely due to the realisation that, in education, information alone is of little use. It is not a question of effecting a simple link between a clearly felt need and an answer which is available somewhere: such a simple connection works in only a minority of cases.

That is why this function is increasingly being integrated into the general teaching strategy. Information then becomes an educational or intevening function in the context of projects to study needs, inform opinion or give advice and guidance.

The information function will be dealt with from two angles:

- Documentation and library services
- Advice and counselling.

Documentation and library services

Radical changes are taking place in this field, mainly related to:

- the increasingly active role of documentation functions,
- the growing importance of individualised learning and the prospects of self-education.

Libraries-resource centres

Parallel with the rapid transformation of libraries into resource centres - ie the bringing together of the output of all the media into a single function - this function's overall importance has grown:

- it is being brought closer to the users, the library resource centre being broken down into small units, often mobile ones;
- it is beginning to play a more active role and is becoming a more and more direct part of educational activity;
- it is increasingly becoming an integral part of the adult-educator function.

To the traditional technical function of scanning, procurement, storage, administration and reader services have been added more overt animation and education, which require ability to:

- make, or assist in-making, a study of demand or an analysis of needs,
- organise and lead campaigns to inform public opinion,
- organise and lead reading circles, cinema and television clubs, etc,
- produce reading lists or get them produced,
- undertake documentary research,
- collaborate with teaching teams,
- grasp the problems posed by the development of written, oral and visual means of expression and run classes in self-expression,
- train teachers for this sector of education.

To simplify, then, there is a shift from conservation to animation and education.

The type of person employed in this field is thus also slowly changing; there will be more and more educational animateurs, receiving additional technical training, or library/resource-centre specialists who are undergoing additional training along the general lines already indicated.

Documentation centres

The documentation centre is also developing both quantitatively and qualitatively. The vital importance of this function means that it must be present everywhere at all times.

The quantitative growth is taking place in three ways, which complement one another:

- Each of us must be trained in handling documents; self-documentation must be made part of all educational processes.
- Documentation is one of the functions of every educator; he must be able to develop this function in all those he educates.
- There will be a large increase in the number of documentation specialists.

Qualitatively the function is developing in two ways:

- technically, with the possibility of increasingly sophisticated documentary systems, even the use of computers;
- educationally, with the growing importance of integrating the documentary function into teaching strategy and of the training of students and educators in appropriate methods.

One result of the new status of documentation is that it is tending to lose any specific location. The documentalist is becoming associated with the resource centre, is joining educational teams and is working in teachers' centres and the like.

Some basic training requirements are becoming evident, notably the ability to:

- analyse demand, determine objectives in education and documentary research and negotiate them,
- grasp the various systems used in documentation work,
- design such a system,
- set up and run an integrated documentation centre,
- grasp the main problems of continuing education for adults and lead an educational team,
- master the methodology of documentation and teach it to others.

As well as actual documentary research two other sides of this function are developing and helping to give new form to the documentation function:

- the "documentation advice" side, which answers the question which documentary procedures/system should be adopted to deal with a specific concrete problem, either individual or collective,
- the "documentation instruction" aspect: how can one train to undertake one's own documentary research?

Here too we can see an increase in the importance of a function, with the result that people with some educational experience are tending to be given additional technical training, or conversely that documentalists are being given additional training as adult educators.

Resource centre, teachers' centre, self-education

The resource centre represents the most advanced attempt at making the resource-centre and documentation function available to people undergoing education. It aims at taking over that part of the education process that is mainly concerned with providing information. It also offers a practical means of training in progressive self-education.

It is always very near to, if not part of, the place of education. It is generally run by teachers themselves, who find it the ideal place to carry out their documentation function.

If its size warrants it, its activities are co-ordinated by a documentalist with the qualifications described above;

Resource centres undoubtedly have a great future in continuing education for adults and in initial education too.

There are however very few of them at present and their future depends very much on the architectural design of places of education and also on how our conception of the tutor's role develops.

The teachers' centres which are coming into being aim to do for teachers what the resource centres do for students. They are centres for information, documentation, private study and mutual education.

Tutors being widely scattered in very different situations, teachers' centres are places where a certain unity can be established in the adult-educator function by means of a common service and opportunities to meet for discussion.

Teachers' centres are run by people with qualifications in teacher training, including the various kinds of "technician" in continuing education for adults.

Advice and counselling

Big developments are taking place in this function in so far as it goes beyond straightforward impersonal information or traditional publicity.

Its growth is centred on the following considerations:

- It is not enough to inform adults about various educational opportunities, since usually they have no clear understanding of their own needs, potential or aims and no clear idea of the use of education.
- Having found their place in working life, and often having had no contact with systematic education since their school days, adults have to be helped to overcome their fears of resuming some form of education, which have to do with both psychological and social factors.
- The undertaking of education is often prompted by a personal experience: loss of a job, more active involvement in civic life, a search for individual or group advancement; psychological and methodological help, or assistance in making choices is often very useful.
- Help with learning, and the like, is often invaluable for those who have lost the habit of intellectual work.

The fact that more and more adults are undertaking study at a distance (correspondence or multi-media courses) increases the importance of this function, which in practical terms may be looked at in two ways:

- it is an integral part of the adult educator function;
- it involves a specialised job.

The function as part of the teacher or animateur function

Any teacher-training course must prepare its students to give practical advice and guidance, either

- directly, in the simplest cases, or
- indirectly, by ensuring that teachers know how to refer adults to specialist advisers when necessary.

It also happens more and more frequently, especially in collective education or community development projects, that advisory and counselling work is completely integrated in the intervention process, where it takes the form either of a collective analysis of needs or of a campaign to promote awareness.

A specialised job

The adviser or counsellor may be attached to an advisory and counselling institution (for example, an employment agency) and provide the link between vacancies and applications for them, in particular by assessing the type and standard of applicants' knowledge and also their motivation and potential as trainees, factors in their social background that may hinder training, etc. He also gives legal advice.

Similarly he may work for a public information and counselling centre which provides information for young people and adults, parents and pupils, about educational facilities in a town, district, region or country.

The adviser or counsellor may also be attached to an educational establishment or organisation. In this case he usually works in the advice and counselling department, which is increasingly taking the place of the former information department: whereas this was, and sometimes still is, manned by secretarial or administrative staff, advisers and counsellors are tending more and more to have higher educational qualifications, including psychology and social psychology, as well as having experience of adult education.

Among the things they must be able to do are:

- to provide any information about educational opportunities, including the legal and administrative aspects,
- to analyse the demand for individual or collective education and assess educational needs,
- to suggest educational objectives and teaching strategies and discuss them with applicants,
- to analyse motivation and assess knowledge from the point of view both of standard and of conceptual ability,
- to recognise development potential and the principal learning difficulties,
- to give methodological assistance before and during an educational course,
- to undertake continuous assessment of progress,
- to undertake counselling work at the end of the course and organising follow-up,
- to work in a team of tutors,
- to grasp the institutional limitations on education and, if appropriate, taking action accordingly,
- to train educators in the advisory-counselling function,
- to train students gradually to take over this function for themselves or at least to adopt an active approach to it.

Where systems of teaching at a distance or collective projects are concerned, this function is carried out by "visitors" who travel around and work either in the students' homes or at group sessions held nearby.

In such situations this function is becoming extremely important, particularly for people embarking on an educational course who have had little formal schooling or who live in material or social conditions unfavourable to education.

Experimental projects such as TEVEC in Quebec or the Open University in Britain are excellent illustrations of the importance and nature of this function.

In these cases the advice function is principally concerned with the various difficulties encountered by the student other than those directly connected with the study of a particular subject, where the function is carried out by tutors or subject specialists.

NB It may be noted in passing that, alongside the function of adviser to serve the interests of individuals or groups following educational courses, there is emerging the function of educational consultant, the purpose of which is to sell a product (correspondence courses, various media, courses, seminars etc), in other words, simply make a profit. This is a pure sales representative function which makes use of all the various sales and marketing techniques.

The information/liaison officer

This function is carried out in places of work and in towns, neighbourhoods, etc.

In view of the difficulty of reaching those with little or no formal education through the traditional channels of information, publicity or counselling, experiments are now being conducted in training people who are leaders in given spheres to act as information officers and advisers.

In more and more firms white-collar workers are accordingly being trained to carry out the job of information/liaison officer; trade-union activists, for their part, are also being given increasingly thorough training in this function.

This is connected with the already very marked tendency to consider that anybody in a position of responsibility should in the normal course of his duties devote a considerable amount of his time to the information function.

THE RESEARCH AND TUTOR TRAINING FUNCTION

It is perhaps not yet too late to prevent theoretical work in the field of continuing education for adults from becoming, as so often happens in education, a purely academic discipline.

A two-fold trend is observable in this field:

- Some theoretical work is done by practising teachers who wish to master their profession more thoroughly and take stock of their practice so as in turn to consolidate it; they are handicapped by the limited amount of time that their job affords them for theoretical work.

This represents an attempt to avoid the dichotomy between theoretical and practical work; there is a risk of perpetuating a piecemeal approach, since today it is almost impossible to get funds for research work undertaken outside the traditional sphere of such work, in particular the universities.

- An increasing amount of theoretical work is performed by professional research workers who consider other people's practical work; their handicap is that they are often cut off from any actual teaching situation.

This perpetuates the dichotomy between theoretical and practical work, and there is a risk of academicism.

There would still seem to be time to recognise the real risks inherent in institutionalising such a split at a time when training institutions and teacher training are expanding and when the status of tutors is being codified.

We should not, I think, create research posts without requiring the holders to undertake some direct educational work and some teacher training: they must be researcher-teachers.

In particular it would seem desirable to arrange the duties of practising teachers in such a way that they can undertake theoretical work and alternate between part-time and full-time work and so achieve a worthwhile output of theoretical work.

The tutor training function (1)

There is not - or should not be - any specific tutor training function.

This function should always be part of a triple function of direct education, theoretical work and teacher training. Accordingly I do not propose to deal with this function separately.

THE ADMINISTRATION FUNCTION

The administration function is performed nationally and locally by professional administrators or by elected members or other representatives of local authorities having responsibilities in the field.

A growing number of people are today employed in administrative jobs in continuing education for adults. This fact is naturally connected with the expansion and change currently taking place in adult education, which entail increasing intervention by the state and its machinery.

Administrators today have a number of tasks which amply justify including them in a typology of adult educators and considering ways of improving their efficiency as contributors to the growth of continuing education for adults, for that is what they are.

With the increasing numbers of adults undergoing education, and with the diversification of education itself in its aims, curricula and systems, the administration function is required to create or complete a new flexible and decentralised educational system before it can administer it.

Over and above the details of whether administrative systems are centralised or decentralised there are a number of problems which are common to those different countries where continuing education for adults is going through a period of rapid growth. What needs to be done today is progressively to plan legislation recognising the right to continuing education and organising practical opportunities for it.

Governments will rely more and more on civil servants in matters such as:

- translating political decisions into legislative terms,
- devising coherent systems of finance,
- working out institutional arrangements for tutors and codifying their status,
- determining criteria for the use of public funds invested,
- organising and administering systems for supervising the use of public funds.

All these measures must be worked out with both continuing education for adults and permanent education in mind.

It is clear, then, that civil servants today have a contribution to make to the development of continuing education for adults by giving administrative shape to educational and political thinking; this cannot be done simply by adapting existing practices in other educational sectors where the specific requirements of adult education do not apply.

Otherwise the development of continuing education at this level will be slowed down or diverted from its proper course.

There are in consequence a number of training objectives which should supplement a purely administrative training. They include:

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(1) Cf J J SCHEFFKNECHT, "The tutor", Council of Europe, 1971.

- practical knowledge of educational problems,
- an understanding of the main lines of development in continuing education and the main obstacles to that development,
- familiarity with the main innovations in this sphere in other countries,
- an understanding of the machinery of innovation and the obstacles to change,
- an ability to work in a team and master the methodology of studying problems.

It seems essential to ensure that a real link exists between this type of function and educational practice, by means of practical courses and more particularly by direct involvement in educational activities as both teacher and taught.

THE ORGANISATION FUNCTION

Organisation has an important role in continuing education for adults.

With the growth of educational institutions and departments, organisation is tending to become separated from the function of overall management and to give rise to specific jobs.

Two tendencies are quite clearly emerging:

- organisation is being taken over by specialist educational organisers;
- it is being incorporated into the function of educational animateur.

Whenever education is not regarded from the point of view of profit alone, the dominant tendency, as in the function of overall management, seems to be towards sharing tasks and bringing them closer to educational work: here again, there is a move to avoid overcompartmentalising technical work.

The organisation function often has particular importance, which may be due to:

- The very nature of continuing education for adults.

  Seeking to meet individual needs, taking education to places of work or into homes, taking into account the limitations imposed on adults, and the like all have the effect of creating small units, dispersing activities and introducing the unforeseen and impromptu, so that organisational work is a constant preoccupation.

For these reasons the success of the education given is often largely due to good organisation. This type of function often seems to be carried out by an expert in secretarial work.

- The complexity of educational systems.

  This is particularly true in the case of study at a distance, collective education and education on the credit system.

In this kind of situation a computer is often essential, and it is not unusual to find data-processing specialists in educational teams.

In my personal opinion the organisation function, when justified as a specific function, should only be a specialised branch of the function of educational animateur, except in the case of computer staff.

Additional training in areas such as the following would be justified:

- analysis of demands and needs in education,
- design of educational systems,
- financial management, budgeting,
- planning and control,
- business data processing (elementary)
- information, advertising and marketing,
- the training of educators (for their organisational function).

There can thus be seen emerging an important function far removed from the straightforward day-to-day organisation of education, which can be carried out by a technician.

The complexity of this function stems more particularly from the fact that it can be performed really well only by someone able to carry out a thorough diagnosis of demand and, if need be, to influence demand. If the continuing education of adults seeks to do anything more than passively accept demand or condition people to want stereotyped replies to their questions, this is technically the most complex and decisive function.

It is because of this importance that I have put the function on a par with that of educational animateur.

It is essential to point out here the important technical obstacle to the qualitative development of continuing education for adults caused by the fact that the job of studying needs is frequently viewed very mechanistically by the organisation function.

THE MANAGEMENT FUNCTION

The management function has not been unaffected by the general trend of functions in continuing education for adults. The move seems to be towards:

- technical specialisation,
- sharing the responsibilities of decision-making and education.

Technical specialisation

Whereas for a very long time principals were chosen according to strictly professional or political criteria from among either teachers or administrators, without any special training being regarded as necessary, the management function is making more and more demands which are reversing this trend. In view of the very nature of the development of continuing education for adults, with its concern to adapt to the needs of individual students, the head of an educational establishment or organisation today has to be more of a businessman than an administrator, having always to work to order rather than supplying ready-made answers.

At the same time, such an approach requires from anyone in charge of an establishment a more active approach to what can only be called the educational "market": forecasting, budgetary management, planning, canvassing, advertising, etc are becoming jobs that require training.

On the other hand adult education cannot be treated as a mere commodity. When education is thought of as a public service and not in terms of profit, the heads of an educational establishment or organisation must be familiar with the techniques of analysing needs and studying demand; similarly they must know all the ins and outs of institutional education.

In this sense they must be able to perform an animation function in the institution.

Sharing the responsibilities of decision-making and education

The gap between managerial and executive functions is showing clear signs of narrowing. The principal, who is often called the co-ordinator, tends to organise collective responsibility and decision-making rather than bearing it all himself.

A concrete manifestation of this tendency is the appearance of collegiate managements and management groups or committees; some institutions run self-management systems.

Clearly this development of the management function is quite consistent with the development of the concept of adult education, and the principles of continuing education cannot really be fully applied in educational situations unless the way in which educational institutions operate is completely changed in a coherent manner, particularly as regards the way in which power is exercised.

Such a trend gives a good idea of the professional qualifications needed in the principal, in whom the often conflicting qualities of manager and group leader seem paramount.

These skills can of course be acquired outside the institution. But, given the significance that these problems have for even the possibility of a new educational plan, the institution is the place where such problems will increasingly be tackled collectively.

The change in functions is of course closely connected with the change in the educational objective and the new educational situations which result.

But equally the change entails a radical alteration in our concept of the organisation and functioning of educational institutions. Without such an alteration educational change will be halted, hence the importance of studying the institutional framework in which the functions outlined above are performed.

The development of the management function, with its repercussions on the distribution of power in the educational establishment or organisation, is an illustration of this.

One educational conclusion is that heads of establishments should no longer be trained in isolation from other functions. The bulk of their training should form part of the common core of training and should take place within the framework of collective training in educational establishments experimenting on themselves and setting an example of an integrated approach to continuing education for adults.

CONCLUSIONS

1. It should be remembered that the purpose of this study is to facilitate the case studies which the Group of Experts on Adult Educators is to make in Europe on this topic; the final version will not be prepared until these studies have been completed.

2. The key functions of continuing education for adults have been considered in this paper in a very formal manner, isolated from the concrete situations in which they are performed.

Investigations now need to be made, perhaps by means of case studies, into systems of functions.

In distant-study situations such as the Open University in Great Britain, collective projects such as those of ACUCES in France, credit systems, integrated training centres, community development projects, study circles, etc the various functions take on particular colourings and interact in a particularly original manner.

It is the overall educational situations and the functional systems associated with them which are of real practical interest; the present formal and rather abstract listing of the various functions is merely an introduction.

3. A number of functions have been listed here which exist as full-time or part-time professions.

It should, however, be stressed that the various tendencies which are currently changing these functions are in fact having larger effects. Alongside the growing complexity and specialisation of functions there is a movement away from professionalism, whose most notable effects have been to bring about:

- A strong groundswell towards forms of self-education and self-management in education. That is to say that not only is the teacher-taught relationship changing, but the whole relationship is being called into question; the taught want to become their own teachers.

- A move to involve each of us in educational tasks, in particular as part of our various responsibilities; each of us can and must teach others.

An important consequence of this two-fold development is that systematic means of training should be shared as rapidly and as widely as possible.

4. A number of functions have not been dealt with, such as those of inspector, educational consultant, producer of multi-media materials, technical assistant, development officer, journalist, etc. These should be classified when case studies are carried out.

5. Educational objectives must be filled out and refined; this work should be carried out on the ground when case studies are made, in co-operation with the persons directly concerned.